



School Quality Review Report

Paul I. Miller School 114

Indianapolis Public Schools

May 15-16, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state’s accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education’s “Eight Turnaround Principles” (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Paul Miller’s strengths and areas for improvement organized around the [United States Department of Education’s Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, parents, and community members (2) observed a professional learning community meeting with teachers, (3) observed instruction in 29 classrooms, and (4) interviewed school and district leaders.

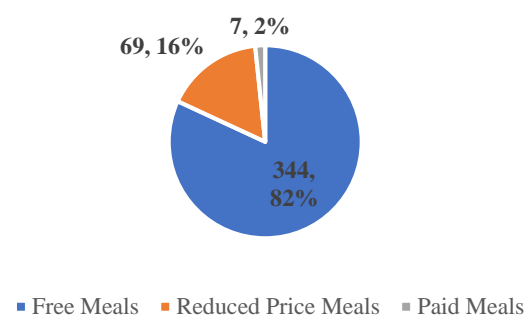
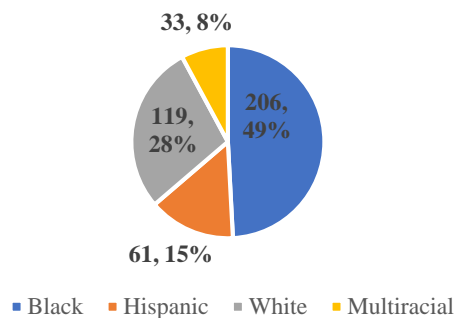
Prior to the visit, teachers completed an online survey, with 22 of 90 teachers participating. Parents and family members were also invited to complete a survey; 145 completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Paul I. Miller

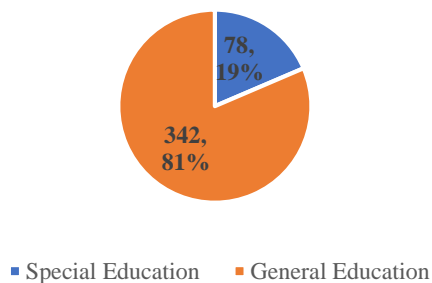
School Report Card							
<i>2015-2016 Report Card</i>	<i>Point</i>	<i>Weight</i>	<i>Weighted Points</i>	<i>2016-2017 Report Card</i>	<i>Point</i>	<i>Weight</i>	<i>Weighted Points</i>
<i>Performance Domain Grades 3-8</i>	36.05	0.5	18.03	<i>Performance Domain Grades 3-8</i>	33.0	0.5	16.50
<i>Growth Domain Grades 4-8</i>	53.40	0.5	26.70	<i>Growth Domain Grades 4-8</i>	76.40	0.5	38.20
<i>Overall Points</i>			44.8	<i>Overall Points</i>			54.7
<i>Overall Grade</i>			F	<i>Overall Grade</i>			F

Enrollment 2017-2018: 420 students

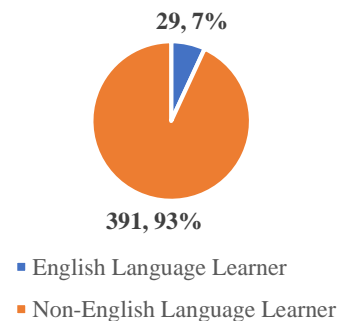
<i>Enrollment 2017-2018 by Ethnicity</i>	<i>Enrollment 2017-2018 by Free/Reduced Price Meals</i>
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Enrollment 2017-2018 by Special Education



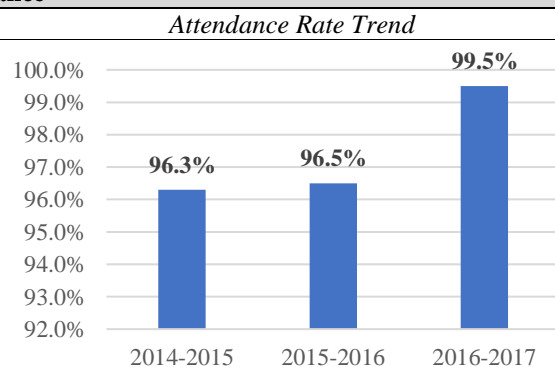
Enrollment 2017-2018 by English Language Learners



Attendance

Attendance by Grade	Attendance Rate Trend
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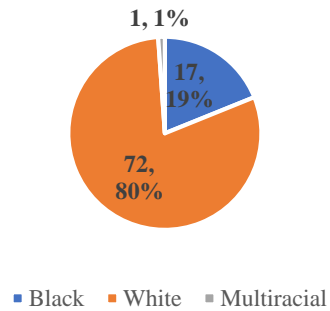
Grade	'14-'15	'15-'16	'16-'17
K	96.2%	95.8%	99.8%
1	97.1%	96.6%	99.4%
2	95.8%	96.0%	99.3%
3	96.9%	97.1%	99.5%
4	95.9%	97.3%	99.7%
5	96.2%	96.6%	99.2%
6	95.4%	95.8%	99.5%



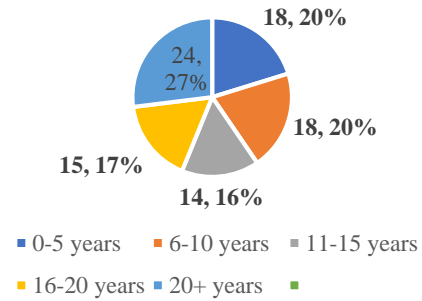
School Personnel

Teacher Count 2016-2017: 90

Teacher Count 2016-2017 by Ethnicity

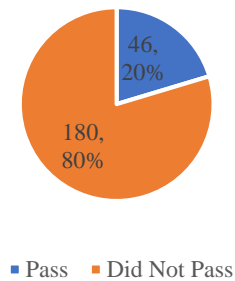


Teacher Count 2016-2017 by Years of Experience

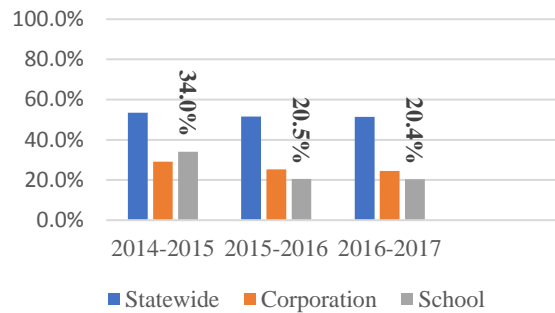


Student Academic Performance

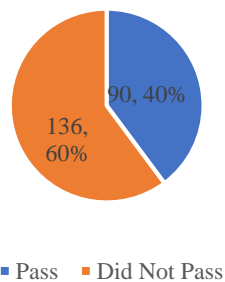
*ISTEP+ 2016-2017
Both English/Language Arts and Math*



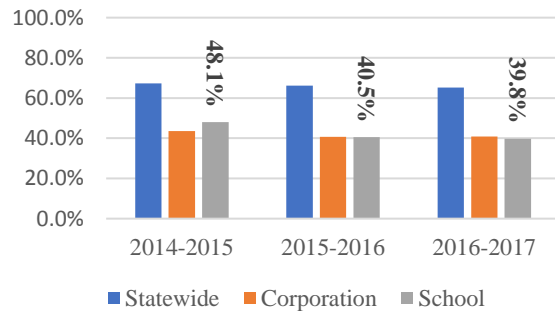
*ISTEP+ Percent Passing Trend
Both English/Language Arts and Math*



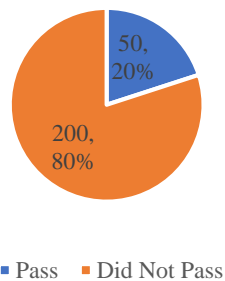
ISTEP+ 2016-2017: English/Language Arts



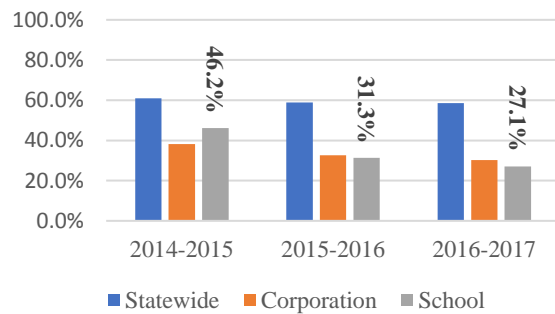
ISTEP+ Percent Passing Trend: English/Language Arts

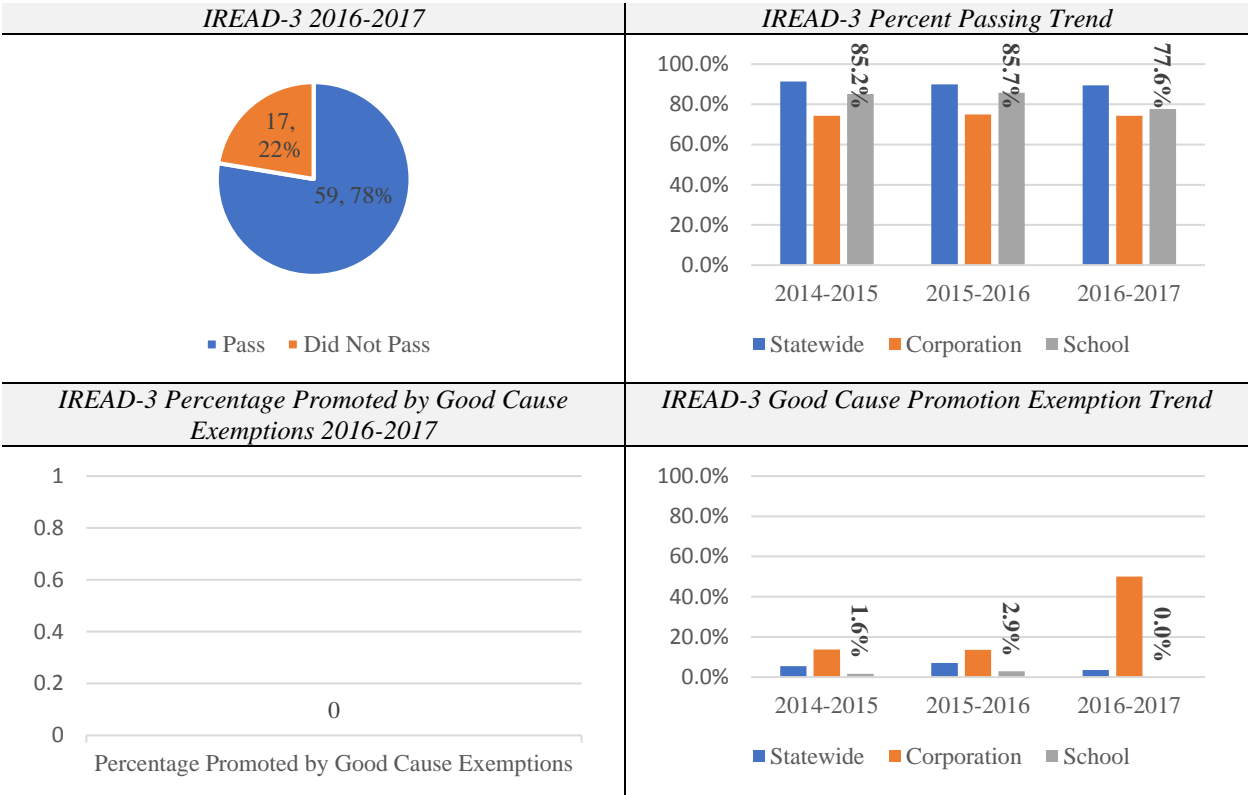


ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math





IV. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

Background

The next two sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> The principal has established herself as the instructional leader by identifying evidence based practices such as responsive classroom, guided reading, exit tickets and depth of knowledge. 			<ul style="list-style-type: none"> 1.4, 1.7, 1.8
<ul style="list-style-type: none"> As observed in Professional Learning Communities (PLC), teachers utilize exit tickets with a focus on depth of knowledge and inquiry. 			<ul style="list-style-type: none"> 3.3, 4.3
<ul style="list-style-type: none"> Dedicated time is built into the master schedule weekly for PLCs and instructional planning. 			<ul style="list-style-type: none"> 5.2, 7.1, 7.3
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Based on teacher, district, and principal focus groups, evidence of a core reading program for Tier 1 instruction does not exist. 			<ul style="list-style-type: none"> 3.2
<ul style="list-style-type: none"> Tier 2 or Tier 3 interventions are not in place for all students. 			<ul style="list-style-type: none"> 3.5

- | | |
|---|--|
| <ul style="list-style-type: none">• Although all teachers have received professional development on responsive classroom strategies, a sense of belonging, positive reinforcement, and joyful learning were not evident in the majority of classrooms observed. | <ul style="list-style-type: none">• 2.1, 2.3 |
|---|--|

V. Evidence and Rating for School Turnaround 4: Curriculum, Assessment, and Intervention Systems

School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems			
Evidence Sources			
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> A formative assessment schedule is in place for math and English/Language Arts. 			<ul style="list-style-type: none"> 4.3
<ul style="list-style-type: none"> Systematic reviews of lesson plans occur on a consistent basis. 			<ul style="list-style-type: none"> 1.5
<ul style="list-style-type: none"> The leadership team conducts regular informal observations providing teachers with timely feedback. The results are used to establish professional development priorities 			<ul style="list-style-type: none"> 1.6, 1.7
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> While pacing guides are available, there is no evidence of a comprehensive district wide curriculum. 			<ul style="list-style-type: none"> 4.1
<ul style="list-style-type: none"> There is a lack of evidence that teachers utilize assessment data to assure student learning. Although time is allotted for systematic and collaborative lesson planning, a majority of teachers do not use this time to plan instruction. 			<ul style="list-style-type: none"> 4.1, 4.2
<ul style="list-style-type: none"> Classroom observations and focus groups reveal that Indiana Academic Standards do not align to grade level equivalency. 			<ul style="list-style-type: none"> 4.4

VI. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Paul Miller. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Collaboratively research and design a literacy framework for instruction that includes the following elements of Indiana Code: (1) a research-based core reading program that provides a scope and sequence in order to scaffold the instruction of scientifically-based reading, including the following: (A) phonemic awareness, (B) phonics, (C) fluency, (D) vocabulary, (E) comprehension, and (2) a dedicated, uninterrupted minimum ninety (90) minute block of time daily to all students. This literacy block of time must include whole group instruction using a core reading program and small-group differentiated instruction. In order to inform whole and small group literacy instruction, implement a systemic progress monitoring component to the literacy framework in order to base lessons on classroom and individual data collections.
Aligned Turnaround Principle(s)
1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 3.2, 3.3, 3.5, 3.6, 4.2, 4.4, 4.5, 6.1, 6.2, 6.3, 7.2
Rationale
<p>Classroom observations and focus group conversations at Paul Miller demonstrate that literacy instruction is based on a small group structure. There is a focus at Paul Miller on guided reading in order to provide differentiated lessons to students based on their literacy needs. Although this is the focus of literacy instruction, this is only one element of a literacy framework as outlined in Indiana Code. Further, guided reading instruction is ultimately beneficial when students are receiving lessons at their instructional reading level. It was observed in several classrooms that although students were placed in small groups during the literacy block, they were provided the same text and materials in order to practice on the literacy concept for the lesson. By receiving the same materials and text, data-based decision making did not indicate to be driving the literacy block for student academic growth.</p> <p>Corroborating classroom observation data, in 29% of classrooms observed, "Students are provided differentiated instruction, with support to match their needs." Additionally, "A rigorous Depth of Knowledge is evident," in only 19% of classroom observations. These two data points echo the qualitative data collected demonstrating that students are not currently provided with small group instruction during the literacy block that is guided by their academic need to either remediate or enrich based upon collected data. Classroom observation data is further reinforced by the analysis of teacher surveys, in which 62% of teachers agree with the statement, "Our school uses multiple forms of user friendly data." Data collection then moves into data analysis with only 52% of teachers agreeing with the statement, "Our school utilizes a coherent system to provide detailed student assessment data and analysis of results."</p>

Without a literacy framework that addresses all areas of literacy instruction tied to a system of data collection and analysis to inform differentiated instruction, teachers are not able to make data-informed decisions for student growth and achievement in the classroom. As stated by John Hattie, “Any lesson planning must begin with a deep understanding of what each student already knows and can do, and how the instruction is aimed at increasing the progress and levels of achievement for each of the students. The primary concern is to add value to all students, wherever they start from, and to get *all* student to attain the targeted outcomes.”^[1]

Recommendation 2
Design a long-range plan for professional development that prioritizes the use of multiple, evidence-based instructional strategies that will engage all students. Monitor the implementation and impact of this professional development, while providing all teachers with on-going feedback during initial implementation, active application, and sustained use of prioritized instructional strategies in order to measure the impact on student achievement.
Aligned Turnaround Principle(s)
1.4, 1.5, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6, 4.3, 4.4
Rationale
<p>Research indicates that evidence-based teaching strategies are likely to have the largest impact on student achievement. In <i>Visible Learning</i>, by John Hattie, high-impact, evidence-based teaching strategies include the following:</p> <ul style="list-style-type: none"> • Direct Instruction • Note Taking & Other Study Skills • Spaced Practice • Feedback • Teaching Metacognitive Skills • Teaching Problem Solving Skills • Reciprocal Teaching • Mastery Learning • Concept Mapping • Worked Examples <p>Classroom observations at Paul Miller, revealed teachers need additional professional development to support effective implementation of multiple instructional strategies. In 43% of classrooms multiple instructional strategies observed that actively engage and meet student learning needs. Checks for understanding, which allow teachers to monitor student learning and adjust instructional strategies, were observed in only 21% of classrooms.¹</p>

¹ Killian, Shaun (2017) Hattie’s 2017 Updated List of Factors Influencing Student Achievement 2017 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

Recommendation 3
Identify two to three instructional priorities for the upcoming school year that will have the most significant impact on classroom instruction and student growth. Create an action plan that addresses as following (1) identifies SMART goal(s), (2) utilizes a long-term professional development plan, (3) ensures progress monitoring and fidelity of implementation, and (4) Utilizes a Plan, Do, Study, Act (PDSA) continuous improvement cycle. Communicate to staff progress toward each goal throughout the school year and the importance of prioritizing effort towards the identified instructional priorities.
Aligned Turnaround Principle(s)
1.1, 1.4, 1.7, 2.2, 2.3, 3.2, 3.5, 3.6, 4.2, 5.2, 5.3, 5.5, 6.3
Rationale
<p>The identification of two to three instructional priorities serves to align the daily work of educators towards focused and sustainable school improvement. This reduces the feeling among staff of being overwhelmed, confused, and unfocused. Initiative fatigue has been proven to diminish the effectiveness of improvement efforts in a school.^[1] Thus, school leadership must create the conditions for success by eliminating the distractions of non-priority programs and initiatives.^[2] School improvement plans can provide an avenue to prioritize efforts towards school improvement, but often more is needed to further plan and align staff efforts towards achieving identified goals. Additionally, continued and consistent monitoring of prioritized change solutions are needed to ensure sustained focus, strategic adjustments, and continued improvement occur. Professional development calendars, monitoring plans, and PDSAs are tools that help maintain focus for all stakeholders on the highest prioritized improvement efforts.</p> <p>School Quality Review classroom observations revealed, effective instructional execution and high student engagement are lacking. Data from classroom observations revealed the following: (1) students demonstrated understanding of the purpose for learning in 35% of observations, (2) evidence that students are provided differentiated instruction, with support to match their needs were observed in 29% of classrooms, (3) in 10% of observations, teachers consistently check for student understanding and adjust the lesson as needed, (4) a majority of students are interested in the content by interacting/reacting to material personally in 5% of observations. Consequently, ineffective instructional practices and low student engagement occur in many classrooms. Without clear instructional priorities established by leadership that align the work of school stakeholders, as well as, the monitoring of implementation and results, the school will continue to work inefficiently and ineffectively towards sustainable school improvement.</p>

^[1] Reeves, Douglas B., (2011). Finding Your Leadership Focus: What Matters Most for Student Results. Teacher College Press, New York

^[2] Hinckley, Peggy, (2012). Monitoring: Keeping Your Finger on the Pulse of School Improvement. LBJ Book Publishing, Indianapolis

VII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle 1: School Leadership	
Evidence Sources	
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary	
Evidence Summary	
Strengths <ul style="list-style-type: none">• According to the principal interview, teacher survey, and root-cause analysis documented in the school improvement plan, the principal uses student achievement data to establish school improvement goals.• Over the last two years, according to the principal and teacher leader interviews, building leadership has implemented a variety of positive behavior supports: (1) LIVESchool, an interactive behavior management system (2) LIVESchool Store, (3) Additional Friday rewards and "Big Events" for LIVESchool winners, and (4) The Wildcat Way school-wide expectations.• Teachers receive at least three walkthroughs per week. This provides instant feedback through a standards-based tool provided by the district.	
Areas for Improvement <ul style="list-style-type: none">• The principal sets the expectations that teachers use collaboration time to focus on student achievement data; however, as observed during multiple PLCs, a majority of the time is not effectively utilized on the analysis of formative assessment data and instructional adjustments.• The principal and leadership team need access to and ability to utilize real-time benchmark student data to identify and monitor two to three school wide priorities for instructional improvement that become the foundation for the School Improvement Plan.	

School Turnaround Principle 2: School Climate and Culture

Evidence Sources

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

Evidence Summary

Strengths

- According to teacher, student, and parent focus groups, students and adults feel safe and ready to engage in teaching and learning.
- The school has established a PBIS team that is utilizing whole school positive incentives through LIVESchool.

Areas for Improvement

- Based on classroom, hallway, and lunchroom observation, there is a significant lack of positive reinforcement from individual adults to students outside of the kindergarten wing. On many occasions, there were lost opportunities to reinforce positive behavior instead of focusing on inconsequential behaviors.
- The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs.
- High expectations for student achievement, rigor, and connections to real-life meaningful scenarios for students are not evident during observation of instruction and student-teacher interaction

School Turnaround Principle 5: Effective Staffing Practices

Evidence Sources

Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary

Evidence Summary

Strengths

- The principal has the authority and has demonstrated the capacity to strategically assign teachers based on their strengths.
- Building leaders conduct weekly classroom observations to provide frequent and quality feedback to all teachers.

Areas for Improvement

- Teacher and principal interviews indicated that a follow-up process is not currently in place to monitor and support the effective implementation of professional development on a classroom-by-classroom basis.
- Professional Learning Communities have an established structure in place to review classroom data; however, there was an overall lack of adherence to the protocol as observed during multiple PLCs.

School Turnaround Principle 6: Effective Use of Data	
Evidence Sources	
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • According to the teacher survey, 86% of teachers surveyed agree that a range of student data is collected across classrooms in our school. • All teachers have a scheduled time and an established protocol for analyzing formative assessment data. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • An effective intervention plan for math and ELA that meet the learning needs of students who are two or more years behind in ELA and mathematics do not exist, as observed through classroom observations. 	

School Turnaround Principle 7: Effective Use of Time	
Evidence Sources	
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • Teachers have regularly scheduled release time for professional development and collaboration. • Instructional time is protected with only urgent interruptions. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Although time is allocated for teachers to analyze student data, evidence-based strategies to modify instruction are not discussed in PLCs. • Vertical collaboration is not evident through professional learning communities, creating a lack of alignment in the continuum of academic instruction. 	

School Turnaround Principle 8: Family and Community Engagement	
Evidence Sources	
Classroom Observations, Observations of Hallway Transitions and Common Areas, Teacher Focus Group, Student Focus Group, Parent Focus Group, Community Focus Group Principal Interviews, Teacher Surveys, Artifacts Provided by Paul I. Miller Elementary	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • Parents state that they feel welcome at the school. 	

- According to multiple stakeholder focus groups, teachers and leaders are timely and consistent with communication to parents.
- Multiple after school opportunities exist for students including clubs and athletics. Transportation is provided for all participating students.

Areas for Improvement

- During stakeholder focus groups, there was a consistent expression of frustration about the lack of allocated resources for Paul Miller as compared to “Township” schools.
- There was consistent appreciation of the principal’s investment and commitment to the school community.